

Staff Present

TI – Taslima Ivy, ME – Martyn Edwards, MC – Mark Carrigan, DW – Drew Whitworth, IW – Ignacio Wyman, PK – Peter Kahn, HB – Helen Beetham, ABG – Mandi Banks-Gatenby, NP – Nahielly Palacios, HM – Huran Mirillo, SZ – Skye Zhao

Student Reps Present

RA - Rafael Camperchioli Arguello, PH - Peiyao Han, GL - Guoyu Liu, HY - Huimin Yang, YL - Yanting Li

Student Reps introduced themselves then **RA** outlined the presentation the reps had prepared. Three key areas (check the slides) and then more detailed breakdown of these three areas. **RA** commented that in general the DTCE programs is well organised and is seen extremely positively when compared to other programs.

Development points included

- student participation within such large classes,
- working in groups that are assigned rather than groups that are created by the students themselves,
- the general level of English language of the cohort,
- too many students in some of the classes, more seminar/workshop/practical work on assignments
- more examples of assignments

DW fed back on the examples of assignments and explained that the limitation of exemplar material and how this can result in poor replication. **NP** expanded on this further and explained that the writing process is important to the process of knowledge generation. **RA** commented on the limitations of the DER1 seminars and wanted to know if these sessions could be lengthened to allow students to spend more time working together to allow them to develop a deeper understanding of the material. **DW** commented that students are at liberty to get together outside of the classroom and this should be something that students should be engaging with as this allows for more time to consider the work and places the responsibility of time management upon the students rather than the lecturer. **HB** further expanded on this to explain how online support is offered within some of the courses, so does this engagement need to be in-person or could it be online.

RA also raised issued around

- 9am starts,
- the great number of readings,
- difficulties with assignments, academic writing and critical thinking for non-English speakers,
- Current lack of Feedback,
- Complaints about timetables and IT support, Transparency about Lectures
- Office Hours, More media courses, Too many platforms, Too many credits to one class (ETC)

TI responded to some of these issues and highlighted both the HARPP sessions and the Library's My Learning Essentials. Furthermore, **TI** said that we cannot make this mandatory but if we aim to co-create learning we need all the voices to be present.

RA gave an overview of the survey and noted that on 15 of 122 in the WeChat Group responded. **TI** noted that the voices that are not present in this discussion tend to be the voices that are not present so we need to look at a time we can get the students together. Discussion if this could be done after mandatory sessions. ETC is not an option but DER1 is run Wednesday 9am to 11am, so we could look at trying to extend that session (session takes place Stopford Theatre 6).

ME asks for clarification about what is meant by feedback to see if it was formative or summative and it is summative feedback that is wanted. **DW** pointed out that this is most likely because students want to understand how they are doing in a formal way.

HB discussed the different platforms that we use and how feedback is provided via these platforms and how feedback is provided through these platforms. **HB** considered if we need to be much clearer about which platforms are used and where feedback can be found.

RA discussed that there does appear to be some issues with participation in sessions, but this is not unique to DTCE, it appears to be a widespread issue within the school (based on scholarship and knowledge forum).

RA suggested that it would be good to reintroduce the reps to the students. **HB** suggested a postcard box for ideas that we can do.

TI noted that the reps need to engage with Bo Murphy to arrange a student-focused session.

RA outlines the student reps Padlet space and offered to invite lecturers to this space. **RA** reiterated that the challenge is participation and this is enacting itself within the group activities. Building mutual understanding and talking to others is another way of supporting participation, and that participation may not necessarily be verbal,

students seem to like the idea of presence through electronic communications, such as Menti.

RA outlined why he felt it is important for students and staff on DTCE should have a shared podcasts that can promote and educate the wider community. This could not be limited to DTCE or even MIE but should be aimed at the wider educational community. This should not be limited to English.

Action Points

1. **TI and ME** will work together with Student Reps to facilitate an additional session to further engage with the student body.
2. **ME** to investigate potential time and venue, ideally after a mandatory session. This may need to be early in Semester Two.
3. **TI** to promote HARPP sessions to the student body.
4. **TI and ME** to work with Student Reps to look at developing the podcasts. ME will reach out to his contacts in marketing and TI will reach out to her contacts in Student Experience.